DOCUMENT RESUME

ED 052 125 SO 001 603

TITLE	A Second Report on The Treatment of Minorities in American History Textbooks.
INSTITUTION	Michigan State Dept. of Education, Lansing.
PUB DATE	Apr 71
NOTE	27p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*American History, Bias, Classroom Materials, Ethnic Studies, Evaluation Criteria, *History Textbooks, *Minority Groups, Multicultural Textbooks, School Policy, Textbook Bias, Textbook Content, *Textbook Evaluation, *Textbook Selection, United States History
IDENTIFIERS	*Michigan

ABSTRACT

This second report on American History textbooks used in Michigan schools is divided into three sections: 1) background information of the 1968, ED 032 369 survey; 2) a description of the 1970-71 study; and, 3) conclusions and alternative actions being considered by the State Board of Education. A survey was conducted to determine impact of the 1968 report on local districts, and to gather information on titles of American History textbooks presently in use. Following the pattern of the first study, twelve very widely used textbooks were identified for evaluation and historians were selected to review them. The over-all results were on the negative side: seven of the reviews are almost totally favorable, two are only partially favorable, and only three could be considered favorable. The State Board outlines these actions for consideration: 1) continue annual studies of social studies textbooks to determine the degree of progress being made in terms of treatment of minority groups; 2) seek legislative funds to support studies by the Social Studies Textbook Advisory Commission and to issue reviews and evaluations; 3) request amendment of state law to give the Board authority to list adequate and inadequate social studies textbook titles: and, 4) request amendment of state law to provide a policy of state adoption of social studies textbooks. Appended are: 1) guidelines for textbook evaluation; 2) a list of the twelve textbooks evaluated; 3) the Department's 1970 survey on textbooks in use. (Author/JSB)

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Michigan Department of Education

A SECOND REPORT ON THE TREATMENT OF MINORITIES IN AMERICAN HISTORY TEXTBOOKS

April, 1971

SP 001 603

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PART I

Introduction

Legal Basis

In June, 1966, the State Legislature enacted the so-called "Social Studies Textbook Act" (Act 127, P.A. 1966) which required that:

> Sec. 365a. Whenever the appropriate authorities of any private, parochial or public schools of the state are selecting or approving textbooks which cover the social studies, such authorities shall give special attention and consideration to the degree to which the textbook fairly includes recognition of the achievements and accomplishments of the ethnic and racial groups and shall, consistently with acceptable academic standards and with due consideration to all required ingredients of acceptable textbooks, select those textbooks which fairly include such achievements and accomplishments. The superintendent of public instruction shall cause to be made an annual random survey of textbooks in use in the state and submit a report to the legislation prior to January 15 of each year as to the progress made, as determined by such random survey, in the attainment of the foregoing objective.

1968 Survey

In response to this legislation, the State Superintendent of Public Instruction appointed an Advisory Committee to conduct a study of the social studies textbooks in use in the state. In the summer of 1968, the Department issued a report on the Advisory Committee's work, which was entitled, "A Report on the Treatment of Minorities in American History Textbooks." The Report contained the following elements: (1) a background statement; (2) a summary of reviews of American history textbooks in regard to their treatment of minority groups; (3) guidelines for evaluating social studies textbooks in relation to their treatment of racial and ethnic minorities, particularly Negro Americans; and (4) conclusions and recommendations.

The general conclusion of the Report was that when a sampling of a group of widely used American history textbooks were reviewed by professional historians, these reviews strongly suggested that these textbooks were seriously deficient in terms of their fair recognition of the achievements and accomplishments of ethnic and racial groups.

The Department's Response to the Study

After the Report was issued, the Department took several steps to implement the recommendations and guidelines contained in it:

1. Over 7,500 copies of the document were distributed within the first year of its publication. Most went to school officials, teachers, and textbook selection committees. In addition, the Report was distributed to public libraries, colleges of education, and interested citizens.
2. Staff of the Department and members of the Advisory Committee participated in numerous inservice training sessions sponsored either by school districts or groups of school districts. These meetings were designed to fully acquaint and familiarize school personnel not only with the Report itself, but with the entire area of treatment of minorities in textbooks.
3. Reports concerning the study were issued to the news services; and a great many newspapers in the state carried stories concerning the findings of the study.
4. The State library prepared and distributed a number of bibliographies on black studies to assist districts in selecting materials to supplement their American history programs.

5. The Department issued the Report to all textbook publishers doing business in Michigan, and staff members met with a number of representatives of publishing houses.

In addition, approximately a year after the Report appeared, the Department conducted a survey of over 300 school districts in Michigan in order to determine the extent to which the Report had influenced the decisions of local curriculum personnel. The results of this survey may be summarized as follows:

1. Most school districts reported that they had not changed their textbook adoptions since the Report was published. For this reason, a year after the textbook study was issued, many of the books reviewed in the Report were still in use.
2. Most school officials reported that they were familiar with the Report and would use it when they purchased new American history textbooks.
3. The districts that had changed their textbook adoptions since the appearance of the Report said that they had used the Report as a guideline for choosing new books.
4. Virtually all of the districts that took part in the survey reported that they were attempting to supplement their social studies programs with non-textbook materials that deal with minority contributions.
5. A majority of the districts in the survey reported that they had instituted programs to increase their teachers' ability to select classroom materials in regard to minority contributions with a greater degree of fairness.
6. A number of districts reported that they had prepared guidelines of their own in this area and had used the state guidelines as a model for their own.

Hence, according to the results of this survey of over 300 school districts, the Report had had some impact on local curriculum personnel, although at that point in time, the actual textbooks in use in the classrooms had not changed significantly. Considering the severe indictment of the American history textbooks that was contained in the Report, the fact that students in the state were continuing to use these textbooks was a disturbing finding. However, the study was conducted only a year after the Report was issued; and considering this brief period of time, the fact that little had changed in regard to textbooks in use could be considered understandable, if lamentable.

PART II

The 1970-71 Study

The Survey of School Districts

In the fall of 1970, the Department of Education conducted a second survey of a sampling of school districts in the state, in order to determine: (1) the impact the Report had had on them since its appearance in 1968; and, (2) the names of American history textbooks in use in their schools at the present time. (The survey instrument appears in the appendix.) The survey form was sent to a sampling of fifty school districts in the state. These included the one school district in Michigan with a school population of over 50,000; all of the school districts with school populations of from 20,000 to 49,999 students (9 school districts); all of the school districts with populations of from 10,000 to 19,999 (23 school districts); and four school districts with populations of from 5,000 to 9,999. The remaining 12 school districts included in the survey represented those with student populations of under 5,000. Thus, the 33 largest school districts in the state were all included in the survey, and representative districts were chosen from the smaller districts. All geographic areas of the state were represented in the sample. Of the 50 districts that received the survey form, four did not return them.

One part of the 1970 survey form requested that the respondents again indicate the extent to which their districts had been influenced by the Guidelines that appeared in the Report. The results of this inquiry are as follows:

1. 50% of the respondents indicated that the Guidelines had influenced them in their choice of social studies materials.

2. None of those who knew of the existence of the Guidelines indicated that the Guidelines had not influenced them in their choice of social studies materials.

3. 20% indicated that the Guidelines had had some effect in their choice of social studies materials, but not much.

4. 5% indicated that they did not know about the Guidelines.

The main purpose of the survey was to determine what American history textbooks are in most widespread use in the state. In responding to this phase of the survey, respondents were asked to indicate the particular edition of the book that the district was using, since the analysis to be made of the books was to include those books in actual use, not necessarily the latest editions of these titles.

The survey forms were to be returned by December 1; thus, the responses indicate books in use around the state during the fall of 1970.

Basic Assumptions

In identifying the American history books in widespread use throughout the states, the following assumptions were made:

1. American history textbooks in use should be identified rather than social studies books in general, in order that it might be determined the extent to which books of this type had improved since the first Report, in regard to their treatment of minorities.
2. Because some of the textbooks widely used in 1970 will be found to be the same as those that had been chosen for the first Report, whenever the same titles were identified again, more recent publishing dates should be chosen. (Note: Four books that appear in the present study appeared in the former study.)
3. As much as possible, the books chosen for study should represent the work of a variety of publishing companies. (Note: The twelve books identified in this study represent eleven publishing companies.)
4. Only those editions of books in very widespread use in the state should be chosen for the study, and whenever possible, the more recent editions should be selected.

The Textbooks Chosen for Study

In terms of the stated assumptions, the twelve books for study represent titles that are in very great use throughout Michigan. As far as could be determined, these American history textbooks are among the most frequently used by the secondary school students of this state. Thus, this report does not concern merely a group of books that were chosen because they are either particularly good or particularly bad; rather, the study concerns books that appear to be in greatest use.

It must be said, further, that it is not the Department's purpose to either promote or derogate particular American history textbooks. Also, this report is not designed to suggest to local textbook selection committees those books that they should consider purchasing, or those books which they should not consider. Rather, these books have been reviewed in this report because they are not only the ones that happen to be in great usage in Michigan, but are also probably representative of the American history textbook genre. It should be obvious, then, that the books not included in this study cannot be assumed to be either better or worse, in respect to treatment of minorities, than this present group of books.

The Selection of Historians

Following the pattern established by the Advisory Committee that conducted the first study, the twelve very widely used American history textbooks that were identified through the survey were then submitted to a group of twelve historians. Each historian thus received one textbook to review. The historians chosen for the study were selected on the basis of the following:

1. All the historians who had taken part in the first study were asked to serve again. Several were able to do so. These historians had been originally recommended by a group of eminent American historians for this purpose.

2. The History Department chairmen of several large universities were asked to suggest a staff member whom he felt would be qualified to take part in this kind of study. All of the historians recommended by these department heads were asked to serve as reviewers.

3. Several members of the initial Advisory Committee that had been appointed by the State Board were asked to recommend an historian to serve, and these recommended were asked to review a textbook. In addition, Dr. James Banks of the University of Washington, who had served as a resource person to the first Advisory Committee, was asked to recommend a reviewer, which he did.

4. One reviewer was chosen on the basis of the fact that he had spoken on the subject of "the treatment of minorities in history textbooks" at the 1970 National Convention of the National Council for the Social Studies.

On the basis of this procedure, then, the twelve historians were chosen. Each is considered to be a highly qualified person to review history books in terms of their adequate and fair treatment of minorities. Each historian was given a copy of P.A. 127, a general set of directions, and a set of the guidelines previously published by the Department in the 1968 Report. They were instructed, however, not to focus exclusively on the fair treatment of any one minority group, but on the question of how a particular book dealt with minorities in general. Each reviewer was allowed to develop his review in his own style or pattern. The twelve historians who were chosen were:

Mrs. Margaret Ashworth, Wayne State University

Professor Jimmie Franklin, Eastern Illinois University

Dr. John Higham, University of Michigan

Dr. William Hixson, Michigan State University

Professor W. Sherman Jackson, Miami University of Ohio

Dr. Shaw Livermore, Jr., University of Michigan

Dr. George McCully, Swarthmore College

Mr. Harry A. Reed, Michigan State University

Mr. Benjamin Solomon, King-Kennedy College (in Chicago)

Mr. Richard Thomas, Michigan State University*

Dr. T. Harry Williams, Louisiana State University

Dr. Harold D. Woodman, University of Missouri

The historians each received a copy of the textbook he was to review (chosen for him at random), and they were given approximately six weeks to complete their work.

*Mr. Thomas was assisted in preparing his review by Maurice Ndukwu, also of Michigan State.

PART III

Conclusions and Alternative Actions Being Considered by the State Board of Education

When the twelve reviews of the twelve American history textbooks are considered as a whole, the over-all evaluation is on the negative side. Seven of the reviews are almost totally unfavorable, two are only partially favorable, and only three could be considered on the favorable side. The following generalizations may be made of the reviews as a whole:

1. While most of the textbooks do include mention of minority contributions, according to the reviewers these references are not often enough presented as an intrinsic part of the total text, but, rather, tend to suggest items that are mere attachments, placed into the text as afterthoughts.

2. These reviewers indicate that the history textbooks suffer from shortcomings that seem almost to be an essential aspect of the textbook genre itself--that is, there is almost a complete absence of any attempt to deal with controversial events in the American past, virtually all negative events in the past (and present) have been glossed over, the past is distorted through omissions of vital information, and in the attempt to achieve a kind of historical "objectivity," the textbook writers have only succeeded in presenting a kind of bland, amoral, and over-simplified view of the American past that serves, these reviewers say, as an inadequate introduction for the student to his responsibilities as a citizen.

3. While the historical contributions of some minorities are fairly included in the textbooks, others are nearly completely neglected.

Further, the multi-ethnic nature of our society, as well as this society's roots in multi-ethnicity, are not clearly enough described. Further, say a number of these reviewers, the textbooks do not come close enough to adequate descriptions of the roots of prejudice and racism in our society.

For these reasons, then, it would appear that on the basis of the present twelve reviews, one would conclude that insufficient progress, in terms of the legislation, has been made in the past several years in the area of the treatment of minorities in American history textbooks.

Therefore, in light of this finding, the State Board of Education is giving consideration to the following alternative actions:

1. That the Board continue to make annual studies of social studies textbooks in use in the state in order to determine the degree of progress being made in terms of their treatment of various minorities, as required by the present law. While the initial response to the law has been to study secondary American history textbooks, future studies would focus on elementary books as well, and on other types of social studies textbooks, such as geography, world history, and economics books. The results of such studies would again be reported to the Legislature, as is now required. In addition, the results would be issued to local districts and textbook publishers in order to keep them apprised of progress being made in terms of adequate treatment of minorities, and also in order to annually reinforce to educators and publishers the extreme urgency of improving textbook materials in this regard.
2. That the State Board seek funds from the Legislature to support the functions of a Social Studies Textbook Advisory Commission that would be comprised of educators from diverse areas and on various educational levels to study social studies textbooks available for sale in

Michigan; and that on the basis of such study, the Department would issue evaluations and reviews of selected social studies books to local districts and the Legislature, in terms of the textbooks' accurate treatment of the ethnic involvement in the American experience, both past and present.

3. That the State Board request the Legislature to amend the provisions of the present law so that the Board would be given the authority to issue to local districts lists of specific social studies textbook titles that are considered to be either adequate or inadequate in terms of the intent of the Legislation; and that the Legislature be requested to provide funds for this purpose.
4. That the State Board request that the law be amended to provide for a policy of state adoption of social studies textbooks, so that local districts would be legally entitled to purchase only those books approved by the State Board of Education.

APPENDIX A

GUIDELINES FOR EVALUATING SOCIAL STUDIES TEXTBOOKS IN RELATION TO THEIR TREATMENT OF RACIAL AND ETHNIC MINORITIES PARTICULARLY NEGRO AMERICANS

Historical Accuracy

The first consideration in any evaluation of American history textbooks is their historical accuracy. In other words, if a textbook does not give to the student an accurate picture of historical events, it cannot be considered acceptable. But even though all would agree that a textbook that gives an inaccurate picture of the past should not be used with students, there may be somewhat less agreement on the precise meaning of historical accuracy. Hence, at the outset it is necessary to examine this critically-important concept.

There is a commonly held assumption that anything that appears in books, especially textbooks, must be true. But in many cases where textbooks have been found to be generally unacceptable and to deal inadequately with minority populations, their authors have simply erred in the facts--they have failed to examine their factual data rigorously enough and have, therefore, presented an erroneous content. And in regard to Negro Americans in particular, the question of historical accuracy is especially relevant. Myths concerning Negroes have been passed along as historical facts for so many generations that the reviewer must make a special effort to make certain that the "facts" presented in the text are indeed facts. Thus, on one level, historical accuracy is a matter of presenting the correct facts.

Facts, of course, are not history; and the 19th Century idea that a completely objective, factual history exists--or can exist, if the historian merely "sticks to the facts"--has long since been repudiated by professional historians. Facts are simply the raw material of an historical account. Thus, even if the historian is factually accurate, this does not mean that what he writes will necessarily be judged to be good scholarship by professional historians. In other words, history is more than factual accuracy; and though there may be serious and frequent errors in factual content, even greater shortcomings of textbooks are found in the selection, organization, and interpretation of facts. For in the ordering of the facts, in the choosing from the vast numbers of facts the ones to be included so as to give a fair and representative picture of an historical event, in designing of the total context in which the facts are presented, in determining the point of view from which the facts shall be shown, and in deciding which facts should be given greater "play" in relation to others--these are the areas in which those who write history textbooks may most often err in regard to historical

accuracy. Thus, even though the facts presented are quite valid, American history texts may present a picture that is slanted, distorted, and unfaithful to the events they are attempting to recapture.

If the reviewer of a textbook is to do an adequate job in examining American history textbooks in regard to their treatment of Negro Americans, then, he must not only be attentive to the accuracy of the facts themselves, but, further, must examine closely the presentation and interpretation of the facts. The historical accuracy of the textbook is contingent upon both of these factors.

But even further, history is not only more than the "facts" and the adequate ordering of the "facts;" it must also be seen as an interpretation of the past in terms of contemporary perceptions. The great Italian historian, Benedetto Croce, said that all history is contemporary history, meaning that history consists essentially of seeing the past through the eyes of the present and in the light of its problems; and a British historian has observed that "history is the historian's experience." In other words, it is "made" by no one but the historian himself, and to write history is the only way to "make" it. It seems apparent, then, that the history written by an historian at the turn of the century will be quite different from a history written in the 1930's, in the 1960's, or in the 1980's, not because the "facts" have changed, but because historians in different eras are writing from the viewpoint of very different milieus.

In conclusion, it can be said that in regard to historical accuracy a reviewer of textbooks must, first, not only be certain that the raw facts of the text are accurate and, second, that they are presented and interpreted in the light of available historical research; but also, third, that the historical account presented is in keeping with the perceptions, attitudes, and concerns of the times as they relate to human dignity. To write history textbooks today more in keeping with the tenor of the times of 1904 rather than 1968 is a form of "historical inaccuracy." And when this concept is applied to textbooks in regard to their treatment of black Americans, it can be said that if a book published in the mid-1960's deals with Negroes in the manner of a textbook published in 1925, then that book must be considered inaccurate and unacceptable. Thus, history that is considered to be adequate by professional historians does reflect the age in which it is written. And if it can be said that our contemporary society is deeply concerned with the problems of ensuring human rights for all people, then our history books and our textbooks should reflect this paramount social concern.

Realistic Treatment of the History of Minorities in America

Few, if any, textbooks in American history present the history of race relations in this country in a thoroughly realistic way. The reader of the textbooks gets the impression that this phase of American development has been marked by progressive harmony and has led up to a current situation that appears to be only slightly troubled. The point to be stressed here is that textbooks that present an idealized, almost romanticized view of America's past do not measure up to standards of historical accuracy. If they do not

include the conflicts, the problems, and the controversial issues involving minorities, they cannot be considered to be either realistic or accurate. In fact, by scholarly standards of judgment, they are poor historical works.

History should be presented in accordance with the best current historical research; and where our nation has sometimes failed to live up to its own ideals of democracy, these failures should not be glossed over or hidden away in historical closets. Indeed, particularly in American history textbooks--as distinguished from history written for the consumption of professional historians--such events should be discussed in terms of the disparity between democratic ideals and what actually occurred, for one role of a textbook is to give the student an understanding of the problems involved in applying the principles that underlie and guide a democratic society. It is not enough that textbooks be historically accurate and treat the subject realistically, they must also give the student a conception of his role in the American society. They must, therefore, reflect basic human values that are intrinsically a part of a democratic society.

To take a specific example, it is an indisputable fact that during the hundred years that followed the Civil War, black people were exploited economically and were consistently discriminated against in every sector of our society. Such facts should be discussed in textbooks. A textbook that extenuates this part of our history--or overlooks it entirely--is at fault not only because it idealizes the past and because it is historically inaccurate, but because it does not make use of historical events to show a failure to extend democratic principles to all segments of society. Students may learn from the failures of the past as well as from the successes.

In evaluating American history textbooks, a textbook selection committee may make use of certain criteria or guidelines. Following are listed some recommended general guidelines with subcriteria that relate specifically to Negro Americans:

A. Backgrounds of minorities in the United States

The textbook should:

1. Give an adequate account of highly developed cultures in Africa prior to the discovery of the New World.

2. Adequately depict the stark realities of the slave trade.

3. Describe the life of the slave of the "Old South" as current research shows it to have been, rather than in a romanticized way that reinforces the stereotype of the "contented slave."

4. Show that in the decades immediately following the Civil War, black Americans made significant progress in establishing themselves as an integral part of the American social fabric; and it was only with the establishment of the rigid Jim Crow system following the Reconstruction Period that the development of a multiracial society was drastically reversed.

B. Inclusion of achievements, accomplishments, and contributions of minorities with specific mention of individuals being members of particular minorities.

The textbook should:

1. Cite the significant contributions made by Negro Americans in a diverse number of areas, rather than mention perfunctorily such figures as Crispus Attucks and George Washington Carver.

2. Point out to students that though Negro Americans have made many contributions in a number of areas of human endeavor, the number of different fields in which opportunities are open to them has been severely limited by social restrictions. Thus, Negro Americans have found it possible to succeed as entertainers and athletes, where openings were available and which, therefore, were often filled by outstanding Negroes; but such areas as corporate business, the professions, organized labor, and the skilled trades have been essentially closed to Negroes.

C. The struggle of minorities against opposing forces for freedom, human rights and equality of opportunity.

The textbook should:

1. Reveal that current research suggests that due to the oppressive, antidemocratic conditions under which they lived, and the inhumane treatment they often received, pervasive unrest existed among the slaves prior to their emancipation, and that this unrest was manifested in part by slave escapes and organized rebellions, such as the one led by Nat Turner.

2. Explicitly discuss the various social institutions and factors that kept, and are keeping, Negro Americans in a subservient position. In fact, no social institution is exempt from its share of the blame in keeping Negroes from partaking of their full rights as citizens.

3. Discuss the demonstrations and other manifestations of civil unrest that have occurred in the past and that are occurring today and describe the conditions that caused them.

4. Show the student that the black man's struggle for freedom, human rights, and equality of opportunity has been especially difficult because massive white retaliation against his struggle has been consistently supported by all of the major institutions of our society.

5. Include the views of well known civil rights leaders, both Negro and white leaders of the past and present, as well as the philosophies and programs of the various civil rights organizations.

D. Racism in contemporary urban society.

The textbook should:

1. Deal with the unique impact of enforced residential isolation on Negro Americans.

2. Discuss the problems of the exodus from the core cities of middle class white Americans, as well as the in-migration in those same communities of minorities.

E. The significance of social reform for all people.

The textbook should:

1. Discuss the broad significance of the current press for social reform by black people, not only in terms of Negroes, but in terms of all Americans with enforced disadvantages.

2. Show students that the contemporary spirit of social reform is not limited to America, but is an emerging social pattern throughout the world.

3. Stress that the current reform spirit is on-going and comes from a long and proud history.

The Concept of "Race"

Whatever scientific usefulness the concept of race may have had once has now been obscured, and today the term "race" is used more often with vague and ambiguous meanings than with precision. Indeed, the entire concept of race has such questionable validity, and the data related to this concept are of such a highly controversial nature, that even the use of the term itself is almost bound to be misleading; and even more serious, may often result in socially destructive outcomes. The program of genocide as carried out in Germany in World War II (Hitler's systematic extermination of millions of Jews because of alleged "inferiority") is perhaps the most hideous of all examples of how a totally erroneous concept of race has been used for inhuman purposes. And yet today, efforts are still being made to keep black people in a socially and economically inferior position on the basis of the erroneous belief that skin color is somehow related to "inferiority" and "superiority."

Thus, a textbook must handle the term "race" with great caution. In fact, the term probably should be used in the text as sparingly as possible. But,

above all, it is essential that the textbook avoid using the term in any way that would suggest to students that it is a scientifically sound one; and, further, it would do well to alert students to the idea that the concept has a socially destructive potential.

The Total Effect of the Textbook's Treatment of Minorities

In reviewing a textbook, it is not enough to examine the individual parts. The total effect of the book must also be analyzed--and perhaps this is the quality most difficult of all to specify in guidelines. And yet, since the holistic quality of the book is of such critical importance, a set of guidelines would be incomplete without a discussion of it.

First, a value system that makes explicit the dignity and worth of the individual should permeate the entire textbook. Such a value system should be implicit as well as explicit throughout the book--in the text itself, in the illustrations, in the captions, in the headings; and if the idea of the dignity and worth of the individual does indeed pervade the book, then minority populations as a whole or as individuals will not be depicted in a derogatory, sentimental, condescending or stereotypic manner. In other words, the textbook should present to the reader a value system which encourages the idea that regardless of ethnic background and social or economic condition, every human being has a right to be respected as an individual with intrinsic dignity and worth.

Scholars, with their extensive training, broad understanding, and highly developed critical skills, have traditionally been looked upon as men and women who can view affairs with a high degree of objectivity, perceptiveness, and sensitivity. Hence, the historian is in a position to do more than simply reconstruct the past; as a scholar, he can use the breadth of his knowledge and understandings to critically appraise historical events, as well as simply describe them. In fact, if the historian is writing textbooks, he has an obligation to do more than reconstruct the past for students. He must also present the past in terms of his critical and scholarly judgments. It has already been suggested that a writer of textbooks must reveal in his work a value orientation that is consistent with democratic principles. It can be said further that not only should the textbook reveal such a set of values, but also these values should be the basis for the author's critical appraisal of the events he discusses in his textbook.

A textbook, then, should freely point out to students that while some of the occurrences in our past and present clearly exemplify the value system that underlies the highest ideals of our society, other events are obviously not in accord with our Constitution and Bill of Rights. For example, where the textbook deals with slavery, it need not--in fact, should not--give an uncritical account which fails to point out that the very concept of one human being owning another human being as a piece of property is a flagrant violation of democratic principles. A textbook that chooses to present an uncritical account of slavery abrogates its responsibility to show the disparity between avowed principles of human freedom and actual practice. Slavery, along with any other part of our past that was a denial of human rights, should be described for what it was--an affront to human dignity.

In considering the total effect of the textbook, then, reviewers must evaluate the degree to which the book presents explicit interpretations of the value system of the society being portrayed and the extent to which these values are used as a basis for a critical review of historical events. Further, the total textbook should convey the idea that the genius of American society lies in part in the fact that it is pluralistic, having developed out of many different ethnic and religious groups and being made up of people with a great diversity of thought. The dynamic quality of American society is certainly due in some measure to its pluralistic nature. Societies seem to thrive on diversity in the same way that organisms do. It is vital, therefore, that students come to understand that their country is what it is largely on the basis of the contributions and accomplishments of a highly diverse populace; and throughout its pages, a textbook should not only make this clear to readers, but also should suggest that minorities contribute to this healthy diversity of their society. Too often, young people think of minorities as "problem people" rather than as vital and creative contributors. The textbook must stress that minorities are an essential aspect of the pluralism and diversity of our society, and, therefore, have contributed to its dynamic nature.

Further, the textbook should discuss minority populations as an integral part of the whole, rather than in appended sections, isolated entities, or parenthetical asides. Representative pictures should be included of minorities with recognizable ethnic features.

The total tone of the textbook should also reflect a humanized view of history; that is, a view that portrays the feelings of people. In regard to Negro Americans, for example, one anecdote that would lead the reader to a personal insight into how it felt to be a slave, or one statement from a contemporary Negro on what it is like to be Negro in America today, perhaps would be far more effective in helping young people to understand the social issues involved than lengthy philosophical expositions. Quotations from such Negro writers as James Baldwin, selections from William Styron's "The Confessions of Nat Turner," or vignettes chosen from diaries and journals written by Negro Americans are examples of works from which quotations can be drawn to humanize, and thus render more vivid, American history.

These, then, are elements that affect the totality of the textbooks, one might say its total "tone," and they are extremely important considerations in reviewing American history textbooks.

Guideline Summary for American History Textbook Selection

In order to be suitable for use in the schools of Michigan, an American history textbook should:

I. Be historically accurate

   A. The "facts" themselves should be correct.

   B. The facts should be interpreted fairly and in the light of current historical research.

   C. The historical accounts should be presented in keeping with the perceptions, attitudes, and concerns of the times.

II. Present realistically the accomplishments and contributions of minorities in the past and today. Specifically, this means that it should include discussion of:

   A. The backgrounds of minorities in America;

   B. The achievements, accomplishments, and contributions of minorities, with minority persons being clearly identified as such;

   C. The struggle of minorities against opposing forces for freedom, human rights, and equality of opportunity;

   D. Racism in contemporary urban society;

   E. The significance of social reform for all people.

III. Indicate that its authors have shown great caution in their use of the term "race."

IV. Through its total effect or tone, convey to the student certain values basic to the American system that are both implicitly and explicitly stated.

APPENDIX B

Following is a list of the twelve widely used American History textbooks that have been reviewed for the purpose of this study:

Allen, Jack and Betts, John, History: U.S.A., American Book Company, 1967.

Bragdon, Henry and McCutchen, History of a Free People, The Macmillan Company, 1969.

Branson Stimmann, Margaret, American History for Today, Ginn and Company, 1970.

Current, Richard N., Dante, Harris and DeConde, Alexander, United States History, Scott, Foresman and Company, 1967.

Eibling, Harold, Harlow, James, King, Fred and Rayback, Robert, History of Our United States, Laidlaw Brothers, 1966.

Gavian, Ruth and Hamm, William, United States History, D.C. Heath and Company, 1965.

Graff, Henry F., The Free and the Brave, Rand McNally and Company, 1968.

Knownslar, Allan O. and Frizzle, Donald B., Discovering American History, Holt, Rinehart and Winston, 1967.

Reich, Jerome and Biller, Edward, Building the American Nation, Harcourt, Brace and World, 1968.

Schwartz, Melvin and O'Connor, John, Exploring American History, Globe Book Company, Inc., 1968.

Todd, Lewis Paul and Curti, Merle, Rise of the American Nation, Harcourt, Brace and World, 1969.

Wilder, Howard, Ludlum, Robert and Brown, Harriet, This is America's Story, Houghton, Mifflin Company, 1966.

APPENDIX C

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48902

JOHN W. PORTER
Acting Superintendent
of Public Instruction

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Ex-Officio

November 13, 1970

Dear Colleague:

Act No. 127 of the Public Acts of 1966 reads as follows:

> Sec. 365a. Whenever the appropriate authorities of any private, parochial or public schools of the state are selecting or approving textbooks which cover the social studies, such authorities shall give special attention and consideration to the degree to which the textbook fairly includes recognition of the achievements and accomplishments of the ethnic and racial groups and shall, consistently with acceptable academic standards and with due consideration to all required ingredients of acceptable textbooks, select those textbooks which fairly include such achievements and accomplishments. The superintendent of public instruction shall cause to be made an annual random survey of textbooks in use in the state and submit a report to the legislature prior to January 15 of each year as to the progress made, as determined by such random survey, in the attainment of the foregoing objective.

In compliance with this Act, the Department of Education is conducting a survey of 50 school districts in regard to the social studies textbooks currently in use in the state. Specifically, this year we are interested in identifying the American history textbooks that are in greatest use at the secondary grade level (grades 7 through 12) in Michigan.

In order to help us complete this survey, will you supply us with the names of the American history textbooks that have been adopted for current use in your district? We have provided spaces for a listing of up to four American history textbooks you are currently using, but if you have more than four adoptions, you may list the additional ones on the back.

1. Title of book _____

   Authors _____

   Publishing Company _____

   Grade level at which book is used _____

   Edition that is currently in use (year) _____

   Approximate number of students who use the book _____

2. Title of book _____

   Authors _____

   Publishing Company _____

   Grade level at which book is used _____

   Edition that is currently in use (year) _____

   Approximate number of students who use the book _____

3. Title of book _____

   Authors _____

   Publishing Company _____

   Grade level at which book is used _____

   Edition that is currently in use (year) _____

   Approximate number of students who use the book _____

4. Title of book _____

Authors _____

Publishing Company _____

Grade level at which book is used _____

Edition that is currently in use (year) _____

Approximate number of students who use the book _____

In addition, we would like to determine the extent to which the "Guidelines for Evaluating Social Studies Textbooks in Relation to their Treatment of Racial and Ethnic Minorities" have been used throughout the state. These "Guidelines were contained in the "Report on the Treatment of Minorities in American History Textbooks," which appeared in the summer of 1968. Will you check one of the following:

___ The Guidelines have influenced us in our choice of social studies materials.

___ The Guidelines have not influenced us in our choice of social studies materials.

___ The Guidelines have had some effect on our choice of materials, but not much.

___ We have not chosen new American history textbooks since the Guidelines appeared.

___ Do not know about the Guidelines.

If you would care to make any further comments, please do, in the space provided below: